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ABSTRACT

An experimental project at the University of Texas at Austin, which was designed to increase the participation of minorities and women in educational research and related work, is described. The project brings together individuals who are at the post-doctoral and pre-doctoral level to cooperatively work on research questions. The project model includes the following provisions: (1) stipends for four post-doctoral participants and eight pre-doctoral participants and experience in special activities and research projects: (2) special activities that include monthly seminars conducted by the post-doctoral participants and other scholars: (3) special sessions (five per year) to be conducted by nationally recognized researchers: (4) opportunities to engage in team research projects and in individual research projects: (5) access to support services such as statistician consultant services, computer time, and library resources: and (6) the opportunity to engage in publication of research findings through a project-sponsored compilation of research projects. Aspects of 1978-79 program recruitment, support services, training, and dissemination activities are described, as are proposed activities for 1979-80. Appended materials include information and forms concerning selection criteria, project needs assessment, training session agendas, monthly progress reports, session evaluations, program evaluation, research teams and topics. (SW)

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PROJECT FOR MINORITIES AND WOMEN IN RESEARCH: STATUS REPORT, 1979 AND PROPOSED ACTIVITIES, 1980

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Running head: PMWR

ABSTRACT

PROJECT FOR MINORITIES AND WOMEN IN RESEARCH (PMWR)

The Project for Minorities and Women in Research is an experimental project with the goal of increasing the participation of minority persons and women in educational research and related work. This will be accomplished by bringing individuals together who are at the post-doctoral and pre-doctoral level to work on research questions in a cooperative effort. The proposed project is a replicable model including methods and practices that will provide the opportunity for participants to improve needed skills, engage in research and publications, interact with potential mentors and role models from relevant scholarly fields thereby developing informal communications that will give them access to information related to opportunities and developments in the area of educational research.

The model will accomplish these goals by providing:

1. Stipends for four post-doctoral participants and eight pre-doctoral participants and opportunity to participate in the Project special activities and research projects to increase research skills

2. Special activities that will include Monthly Seminars conducted by the post-doctoral participants and other established scholars in relevant fields from this and other institutions in this region

3. Special Sessions (five per year) to be conducted by nationally recognized researchers

4. Opportunities to engage in team research projects and in individual research projects

5. Access to support services such as statistician consultant services, computer time, library resources, etc. and

6. Opportunity to engage in publication of research findings through a Project compiled booklet of reports of studies conducted.

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PROJECT FOR MINORITIES AND WOMEN IN RESEARCH

INTRODUCTION

Rationale

Minorities and Women in Higher Education in the U.S.

Logically, there exists an interrelationship between the number of minorities and women serving in institutions of higher learning and an institutions' efforts to involve women and minorities in research. In close scrutiny of two distinct but related concepts which may be used to measure the differential aspects of minority representation in higher education: (Johnston, Yerkley, Emergent Leadership - Focus on Minorities and Women in Ed. A.)

(1) Accessibility or opportunity to enroll in graduate school

(2) Persistence or the opportunity to remain in graduate school and complete studies within a given span of time.

In 1978 the estimated population in the U.S. of Mexican American or Chicano was 3.1% of the total population, yet the estimated enrollment of Mexican Americans in institutions of higher learning was 1.0%. "The College Entrance Examination Board reported in 1972 an appalling under-representation of Chicanos in faculty and administrative roles. It reported only 1,500 Chicano faculty or 3/10 of 1% of the total faculties. Thus, while the normally accepted student faculty ratio is 20 to 1, the ratio of Chicano students to Chicano faculty is about 93 to 1" (Josue Gonzales, El Cuaderno, Spring 1977).

Therefore, there appears a corollary of lack of leadership or models for minority students within an institution and accessibility to higher education. The persistence of these students may be further weakened by the lack of leaders and relevant studies to these minority populations.

The Project for Minorities and Women in Research proposes to create a talent bank by bringing together Ph.D.'s and pre-doctoral students and pairing them in a mentorship or team setting in order to develop leadership, needed expertise or skills, support system in completing studies and research which will improve the educational opportunities of women and minorities.

The impact of such a program will create an alternative system or model which can be duplicated in other institutions to increase the number of participants of minority populations in research and development and will eventually be substantive in policy making to improve the educational opportunities for Women and Minorities in the U.S.

Problems

Lack of opportunity to engage in research is one major problem that PMWR will answer by providing funds to be used in individual and team research projects by the participants. Efforts will be coordinated into a team approach for structured research projects. Individual and team research projects will offer ample opportunity for participants to engage in research.

Frequently the difficulties faced by minority persons and women attempting to engage in research are compounded by the fact that the needed research skills are lacking. The project proposes to offer opportunities for participants to enhance these needed skills through the Monthly Seminars, Support Services and Special Sessions. The lack of Spanish-speaking minority persons at the post-doctoral level necessitates that part of the participants be pre-doctoral level individuals. Since it is at this stage that research skills are developed and also the point at which many persons terminate their education with ABD (All But Dissertation), it was felt that

including an educational stipend for pre-doctoral level participants would help increase the number of doctoral level individuals in research. Participation in team structured research projects with the post-doctoral level participants and in the Monthly Seminars and Special Sessions would serve to enhance the training being received through the traditional courses.

A closed communications circuit that often excludes minority persons and women leads to lack of information as to opportunities in research, current findings and lack of access to informal communications channels. The main purpose of the proposed Special Sessions is to bring in nationally recognized individuals in research so that participants can become informed as to current research trends and projects. At the same time sessions will provide opportunity for participants to interact and engage in informal communications with persons at the national level and become part of that communications network. The involvement afforded by the team research projects and the Monthly Seminars will develop a communications network among participants and a medium for exchange of ideas, research findings and information about opportunities.

Increased communications between pre-doctoral and post-doctoral participants and a team approach to structured research projects will give opportunities for the development of mentor type relationships between these participants at the regional level. The monthly seminar presentations by the post-doctoral participants will also emphasize their position as role models and mentors.

Interaction with nationally recognized persons at the Special Sessions will provide role models for the participants also. This second arrangement will provide for role models and mentor relationships at the national level allowing opportunity for participants to obtain advice on application of concepts and methods from established researchers.

STATUS REPORT: 1978-1979

PROJECT FOR MINORITIES AND WOMEN IN RESEARCH

The University of Texas at Austin

Introduction

This Project was initiated with two overriding goals: (1) to provide advanced research skills and training opportunities to the target population, and (2) to increase the available pool of trained minority and women educational researchers which can access research and training institutions. Arce (1976) has commented on the paucity of Chicanos, both students and professionals, in American higher educational institutions. This lack of numbers is also very evident at the graduate level and more specifically in the area of participation in educational research and development.

The program proposal for the Project directed itself at the need for providing more training and other enhancing opportunities (such as peer groups, mentors, national networks) for women and for Hispanic women in particular. This focus was based on current research by Acevedo (1979), Arce (1976) and De los Santos (1977) which addressed the need for more qualified and better trained Hispanic researchers and administrators who could provide leadership and serve as role models through their assumption of faculty and staff positions in post-secondary educational and research institutions.

The National Institute of Education (NIE) funded the Project for Minorities and Women in Research (PMWR) to address

the aforementioned goals for the 1978-79 fiscal year. The Project had set the following activities as necessary for meeting its goals:

1. Stipends for four post-doctoral participants and eight pre-doctoral participants and opportunity to participate in the Project's special activities and research projects to increase research skills;

2. Special activities that will include Monthly Seminars conducted by the post-doctoral participants and other established scholars in relevant fields from this and other institutions in this region;

3. Special Sessions (five per year) to be conducted by nationally recognized researchers;

4. Opportunities to engage in team research projects and in individual research projects;

5. Access to support services such as statistician consultant services, computer time, library resources, etc.; and

6. Opportunity to engage in publication of research findings through a Project compiled booklet of reports of studies conducted.

The activities were implemented by the Project concurrently and each set of activities can be described separately. The activities can be grouped into the following categories:

1. Recruitment
2. Support Services
3. Training
4. Dissemination

5. Evaluation
6. Research
7. Publications

For each of the activity categories various sub-activities were present throughout the program year. In order to provide a concise description of the program, each of the categories will be addressed individually and appropriate reference materials provided when necessary.

Recruitment

The Project was funded at a level at which it could support 8 pre-doctoral participants and 4 post-doctoral participants. In order to obtain qualified applicants, the Project mailed out over 800 program announcements (Appendix A) to a mailing list of key individuals in education, government and the private sector. From this effort the Project received 16 pre-doctoral applications and 7 post-doctoral applications.

The file for each applicant was reviewed by the Project's advisory board utilizing the criteria provided in Appendix B. Also attached in Appendix B are the participant roster and a letter to the advisory board. This letter, dated November 7, 1978, gave notice to the board on the selection process and on its outcome.

Upon their selection, all participants were notified and an acceptance form was sent to them for their signatures. The successful applicants were also made aware of the reciprocal responsibilities of the Project to them and vice versa. These materials are attached under Appendix C.

Support Services

In order to provide each participant with an environment conducive to his/her learning and research the Project maintained various support services through the year. Among these were:

1. Stipend awards of $3,150.00 to each participant for a ten-month period;

2. Statistical consulting through the availability of a consultant to provide technical assistance to each participant;

3. Computer time was made available to each participant through a computer account for his/her data collection and analysis;

4. Travel support was provided to the participants so that they could attend a national educational research conference in support of their training;

5. Books, training manuals and other bibliographical materials were provided the participants to support certain training activities;

6. Funds were made available, on a limited basis, for bulk mailouts of research questionnaires and other research materials;

7. The Project provided all facilities for the various training activities.

Training

The training activities were the ones that received the most attention. These activities were designed by the Project staff after conducting a needs assessment (Appendix D) which served as both the pre- and post-assessment instrument for the

Project. The staff utilized the feedback from this instrument as the basis for planning the training sessions for the Project year.

In order for the participants to receive academic credit for their training, all of them were required to enroll in a formal Curriculum and Instruction course, EDC 396V, for the academic year, and EDC W396T for the Summer Session. The training sessions took place once a month for two days on a weekend. The agendas for these sessions are presented in Appendix E.

The main foci of these training sessions were on:

1. Research methodologies and their applications;
2. Publishing educational research;
3. Editing of research publications;
4. Data coding;
5. Problems in research design;
6. Research and development and its various settings;
7. A special session at the American Educational Research Association conference in San Francisco;
8. Ethnography research and its applications; and
9. Editing procedures for publishing a research monograph.

In addition to these sessions, a 10-hour intensive training activity on the utilization of the TAURUS Computer System was held at the Southwest Educational Development Laboratory (SEDL). Please see Appendix F for the training schedule. All of these activities addressed the needs which the participants had indicated in the needs assessment instrument at the start of the program year.

Dissemination

In order to create an awareness of its program activities, the Project circulated two newsletters to over 300 individuals and institutions throughout the nation. These newsletters (Appendix G) were written by the participants and edited by the Project director.

Within the University community, these newsletters were circulated to the various academic departments. There was also an article published in the On Campus university publication which received wide distribution throughout the university and its component institutions.

Evaluation

The internal evaluation conducted by the Project was mainly formative and was utilized to re-direct program planning. Some of the evaluation activities were:

1. Monthly progress reports (Appendix H) which provided information on the status of the participants' academic and research activities;

2. Individual session evaluations (Appendix I), which were used to gauge the effectiveness of the training activity;

3. At the end of the program year each participant filled out a total program evaluation form (Appendix J) and a feedback form (Appendix K) which addressed the program's and the participant's effectiveness in carrying out their responsibilities.

The data from these evaluation instruments will be used in planning and re-vamping the program's 1979-80 scope of work.

Research

One of the criteria for selection to the program was that the applicant have a researchable topic. Each of the individuals selected brought a topic of research for the program year. These topics ranged from bilingual/multicultural education and women's issues to equity and organizational socialization. The research topics are provided in the March, 1979 newsletter and in Appendix L.

Each of the participants was also involved in one research activity of interest to the Project. In many instances teams were organized to address the particular research subject. The teams and the topics are provided in Appendix L and in Appendix M. In each of these activities the participants were asked to apply the training that they were receiving in the training sessions.

Publication

The dissemination of findings through publication is the ultimate aim of research and the most difficult stage. Various activities and efforts were implemented to facilitate success in this area. One monthly session featured three journal editors, whose presentations focused on the submission-publication procedure.

The major activity for this sub-system was a proposed edited publication of participants' papers. In preparation for this final product, an experienced writer presented a session on preparation of manuscripts for publication. The Project director conducted a session which included a procedure for revision of

articles and structured a peer review for participants to review each other's work. Opportunity was provided for participants to volunteer to be reviewers for a research journal.

The support that participants desired from the Project and from each other in this area provided encouragement for them to submit papers to journals for publication. Some participants reported that they had acquired more confidence in their ability to write for publication.

Summary

The 1978-1979 Project for Minorities and Women in Research made many positive advances in meeting its goals. The program structure and model developed in the current year will serve as a foundation for the implementation of the 1979-80 program activities, which are described in the next section.

PROJECT FOR MINORITIES AND WOMEN IN RESEARCH

Proposed Activities for Year 1979-1980

The PMWR proposed activities for 1979-1980 are based on the results of the first year of operations. Program activities, administrative procedures and project accomplishments were carefully reviewed by Project staff and participants. Results of the reviews and the original proposal goals and objectives were given consideration in formulating the second year project activities. Special attention was paid to the overlapping phases, described on p. 35 of the original proposal and outlined on the Chart for Phases I, II and III on p. 39. (This last is attached for easy reference.) The status of first-year participants in relation to the Cohort One, first-year post-doctorates and Cohort Two, first-year pre-doctorates was also carefully assessed for development of proposed activities and will serve as a guide for selection of first-year participants for second-year continuation.

Goals and Objectives

The original goals and objectives as stated in the original proposal will be pursued. Methods and strategies will continue to focus on helping minorities and women to (a) participate at an advanced level of educational research and related work and (b) overcome barriers to participation in research, i.e., lack of communications related to educational research projects, findings and opportunities, lack of opportunity to increase or develop research skills; and lack of opportunity to engage in directed research projects.

The objectives for the second year were stated in the original proposal. There are four major areas:

1. To assist minority persons and women to participate at an advanced level of educational research, to overcome some of the problems encountered in the area and to foster development of mentor relationships by:

   (a) providing an opportunity for participants to engage in research efforts at an advanced level through participation in the team research projects and individual research projects;

   (b) providing an opportunity for participants to develop their research skills through specialized activities and support services;

   (c) increasing the number of trained minorities and women in research by including support of research of pre-doctoral level individuals;

   (d) providing an opportunity for participants to interact with established researchers and individuals in scholarly fields who would serve as advisors, mentors and role models in order to increase research skills through the utilization of consultants in the Monthly Seminars and Special Sessions and the Team Research Projects by post-doctoral and pre-doctoral participants.

2. To foster development of communication networks, increase access of information regarding opportunities and developments in educational research and to encourage application of knowledge, and concepts from other fields by:

(a) providing access to essential communication channels in educational research through publications, Monthly Seminars, Special Sessions, and interaction in other settings, i.e., attendance and/or presentations at state, regional, national conferences, Congressional Hearings, etc.;

(b) providing an opportunity for participants to (1) interact with individuals from other universities, organizations, agencies and other scholarly fields and/or disciplines and (2) exchange information of research findings through the Monthly Seminars and Special Sessions.

3. To insure individuals' participation in planning and advising the Project and to enhance the development of an informal intra-communications network by:

(a) providing a setting for discussion, identification and prioritization of research questions;

(b) bringing together individuals in team research efforts in educational problems, concerns and research questions in order that participants may profit from exchange of ideas, support and mutual respect through Monthly Seminars, and Special Sessions;

(c) providing for interaction among pre-doctoral and post-doctoral participants and nationally recognized researchers and steering committee members;

(d) maintaining an on-going internal evaluation based on input, process and product data from participants.

4. To assist institutions to establish policies and practices that enhance participation of minorities and women in educational research and overcome barriers to recognition of research contributions, perspectives, and interests of minority persons and women by:

(a) collecting information from the implementation of this model that can be utilized by this and other institutions to (1) develop organized research efforts and studies involving women and minorities, and (2) outline procedures that can be incorporated into the existing structure of this university and other institutions that will increase participation of minorities and women in educational research;

(b) providing coordination of efforts and facilities to extend research efforts and mutual benefits of individuals at this and other institutions in this region.

Proposed Activities FY 1979-1980

An up-dated version of the Program Design Outline is part of the second year proposed activities as this proved, with minor revisions, to be a valid guide.

Research activities will be required for second-year participants as they were the first year. Participants will conduct an individual research project and will also engage in team projects. A greater emphasis will be placed on the team projects this year and they will be given greater planning time as well as supporting services.

Training activities will include monthly all-day and day-and-a-half sessions, and will focus on research skills identified by the Pre-Test Needs Inventory. Supportive services will consist of travel to sessions for out-of-town participants, computer time, statistical consultants and consultants for the monthly training sessions.

Development of mentor relationships and communications networks, informal as well as formal, will continue to be encouraged. Opportunities for these to occur will be provided by the monthly sessions featuring recognized researchers and by supporting participant travel for attendance at conferences.

Dissemination of research findings will be facilitated by supporting travel to present at conferences. A major emphasis will be on refining writing skills for publications. Writing articles for submission to research journals will be encouraged. Participants will have the opportunity to submit their research reports for a project monograph edited by the project director. Publication of such a monograph will be attempted through available publishers such as UT Press or other possible agencies.

Outline of these activities is included in the Program Design Outline that follows.

PROGRAM DESIGN OUTLINE

I. Identification participants (non-discriminatory)

A. Selection criteria for supported Post-Doctoral Research Participants

1. Doctorate from recognized institution
2. 50% to come from institutions and colleges
3. 50% to come from Research Agencies, or Educational Programs
4. Dissertation, publications or proof of writing ability
5. Bilingual/bicultural persons - desired but not required
6. Research interest in specified areas of study and research

B. Selection Criteria for Supported Pre-Doctoral Research Participants

1. Enrolled in a Ph.D. program
2. 50% admitted to Ph.D. candidacy
   50% admitted to graduate school (Ph.D.)
3. Master thesis, publications or proof of writing ability
4. Research proposal in any of the four areas of focus
5. Bilingual/bicultural desired but not required

II. Time Commitments for Pre- and Post-Doctoral Participants

A. Post Ph.D. Participants

1. Individual Research Projects
2. Team Research Projects
3. Presentations at Monthly Seminars
4. Attendance at Special Sessions
5. Participation in Field Research
6. Participation in Publications
7. Participation in Reports, Conferences

B. Pre-Doctoral

1. Coursework as required by individual program
2. Individual research project (dissertation)
3. Team Research Projects
   Possible credit individual study or dissertation
4. Monthly Seminars and Special Sessions
5. Field research
6. Publications
7. Reports, Conferences

III. Areas of Study

A. Bilingual Multicultural Education

1. Reading
2. Language Development
3. Teacher Training

4. Teacher Attitudes toward Multicultural Education
5. Impact of multicultural education on participating students

B. Women's Issues

1. Sex Roles
2. Contributions
3. Awareness of Women's Problems
4. Assertiveness/Leadership Training

C. Social Issues

1. Family
2. Career Goals
3. Integration

D. Institutional Effectiveness in Relating to Minorities and Women

1. Federal and State
2. Educational Institutions
3. Social Institutions

IV. Project Activities

A. Participation in Research

1. Individual Research Projects
2. Team Research Projects

B. Development of Research Skills

1. Monthly Seminars

a. Research in Bilingual Education - Dr. Benitez
b. Research in Early Childhood Ed. - Dr. Juliet Garcia
c. Research Needs - post-doctoral participants
d. Research Needs - post-doctoral participants
e. Statistics - Ed Rincon, Computer
f. Research presentation - post-doctoral partic'ts
g. Research presentation - post-doctoral participan

2. Supportive and consultant services

a. statistician
b. computer time
c. consultants for Monthly Seminars and Special Sessions

C. Development of Communications Network and Mentor Relationships

1. Monthly Seminars (see above)
2. Special Sessions

a. Research Questions - Dr. De Avila
b. Research Design - Dr. Laosa
c. Research Methods - Dr. Anna Gonzalez
d. Publications - Dr. Josue Gonzales
e. Others

D. Dissemination of Research Findings

1. Evaluation Report of Project

   a. Information on success of model for strengthening participation of minorities and women in research
   b. Information on impact of model on institutional policies and practices

2. Presentations at conferences
3. Written Reports of Individual Research Projects (submitted to journals)
4. Research Findings of Project for Minorities and Women in Research (compiled booklet for reports of research findings)

V. Steering Committee

A. Responsibilities

1. Recommendations for planning
2. Recommendations for implementation
3. Review of applicant files and recommendations for participant selection

B. Members

1. Gloria Zamora
2. Gloria Contreras
3. Melvin Sikes, Ph.D.
4. Alfredo de los Santos
5. Mario Benitez

CHART FOR PHASE, I, II, AND III

20

	Phase I	Phase II	Phase III
1. Enhance/Develop R. Skills	Cohort I " II	Cohort II " III " IV	Cohort V " VI
2. Mentor Relations with persons at national level	Cohort I " II	Cohort II " III " IV	Cohort V " VI
3. Serve as role models and guides for pre-doctoral	Cohort I	Cohort I " II " III	
4. Serve as role models and guides for pre- and post-doctoral participants on consultant basis		Cohort I " II	Cohort I " II " III " IV
5. Offer leadership at national level		Conort I	Cohort I " II " III " IV

1st year - Post-Doctoral Cohort I
1st year - Pre-Doctoral Cohort II
2nd year - Post-Doctoral Cohort III
2nd year - Pre-Doctoral Cohort IV
3rd year - Post-Doctoral Cohort V
3rd year - Pre-Doctoral Cohort VI

APPENDICES A - M

APPENDIX A

THE UNIVERSITY OF TEXAS AT AUSTIN
COLLEGE OF EDUCATION
AUSTIN, TEXAS 78712

Department of Curriculum and Instruction

Project for Minorities and Women in Research

PRE-DOCTORAL AND POST-DOCTORAL PROJECT FOR

MINORITIES AND WOMEN IN RESEARCH

The Program:

The University of Texas at Austin is pleased to announce the funding of the Project for Minorities and Women in Research within the Department of Curriculum and Instruction. This project is designed to increase the participation of women and minorities in educational research and other related academic activities.

The project will select a limited number of pre-doctoral students and post-doctoral researchers for participation in a nine month program which will provide both academic and training experiences in educational research. The participants will receive stipends of $3,000 and other financial assistance to support their research efforts.

Purpose:

The purpose of the Project is to increase participation of women and minorities in educational research and academic development. The project will assist the pre-doctoral participants to initiate and/or complete research which can be utilized for the dissertation research. Post-doctoral participants will be assisted in advancing their current or proposed research endeavors. The participants will receive assistance in research through their participation in monthly topical seminars and special sessions, engage in publication, presentation at scholarly conferences and individualized training in research methods. The training activities will be tailored to the interests, needs and capabilities of the participant.

Selection:

The Project is designed for individuals who have been admitted to graduate school for a doctorate or who hold doctorates and are involved in educational research. Eight pre-doctoral and four post-doctoral candidates will be selected on the basis of high academic achievement and demonstrated potential to conduct and write scholarly level educational research. Priority will be given to those pre-doctoral applicants who expect to complete a degree within one year or less after entry into the project. Consideration will be given to individuals who expect to be admitted into candidacy during the 1978-79 academic year. There are no geographic limitations and the academic portion of the Project may be conducted at any recognized university.

Application:

Interested persons should submit (1) a letter of application indicating why the applicant seeks this kind of training; (2) a current vita, including a current address and phone number; (3) transcripts of all academic work and a description of the graduate program in which the candidate is enrolled; (4) names of the candidate's supervising professor; (5) proof of admission to candidacy or graduate school, and (6) a draft of their research proposal.

Post-doctoral applicants need only submit items 1, 2 and 6.

Applications will be accepted until October 23, 1978. Notification of awards will be on November 4, 1978. Participants will begin their activities on November 11, 1978.

Inquiries should be directed to either Theresa Escobedo or Baltazar Acevedo, telephone (512) 471-4080.

Formal application should be sent to either Dr. Theresa Escobedo or B. A. Acevedo
Department of Curriculum & Instruction
Education Building 406
University of Texas
Austin, TX 78712

APPENDIX B

Applicant Rating Form

Name:_____ Pre-Doctoral:____

Academic Major:_____ Post-Doctoral:___

Ethnic Identity:_____

Sex:_____

A. Relevancy of professional/academic background to Project goals:

1. Strong_____ 2. Average_____ 3.Low____

B. Strength of Research Proposal:

1. Strong____ 2. Average____ 3. Low___

C. Writing Ability:

1. Strong____ 2. Average_____ 3. Low___

D. Does applicant need training of type offered by this project?

Yes___ No____

Comments:

E. Would the applicant benefit from such training?

Yes____ No_____

Comments:

F. Strength of Recommendation: 1. Strong_____ 2. Average_____ 3. With reservation__

4. No recommendation_____

G. Additional information or commentary:

H. Ranking of applicant:_____

THE UNIVERSITY OF TEXAS AT AUSTIN
COLLEGE OF EDUCATION
AUSTIN, TEXAS 78712

Department of Curriculum and Instruction

November 7, 1978

Memorandum

To : Dr. Alfredo De Los Santos, Dr. Gloria Zamora, Dr. Mel Sikes, Dr. Susan Wittig, Dr. Mario Benitez

From: B. A. Acevedo and Theresa Escobedo, Project for Minorities and Women in Research

Re : Applicant Selection for PMWR

The selection process for participants in the Project for Minorities and Women in Research was completed on Saturday, November 4th, with four of the six committee members participating. Enclosed you will find a copy of the tally sheet used to rank the applicants and the results of the totals.

The persons selected are identified by an asterisk and alternatives by a double asterisk. Recipients have been notified and the initial project activities will commence on December 1st and 2nd. We will be sending you additional materials on the project as its evolution continues.

Enclosed are copies of the agenda and other materials relevant to the selection process and Steering Committee input. Thank you for your interest and assistance and we look forward to continued interaction during the project year.

Sincerely,

Baltazar Acevedo, Jr., Program Director

Theresa H. Escobedo, Project Director

az
enc

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512-691-4412 - office

Sandra Pacheco
6204 Arnold Dr.
Austin, TX 78723
512-926-2235 - home
(512) 471-4515 - office

Chris Lovato
5700 Cameron Rd. #184
Austin, TX 78723
512-458-6043 - home
512-471-4155 - office

Jose R. Olivares
2500 Side Cove
Austin, TX 78704
512-447-2848 - home
512-477-7551 - office

Concepcion De Luna
6001 Belfast Dr.
Austin, TX 78723
512-454-0151 - home

Patricia Mendoza
702-A Kinney Ave.
Austin, TX 78704
512-444-0120 - home

Odalmira Garcia
9604 Crown Ridge Rd.
Austin, TX 78753
512-837-5271 - home
512-477-9706 - office

THE UNIVERSITY OF TEXAS AT AUSTIN
COLLEGE OF EDUCATION
AUSTIN, TEXAS 78712

Department of Curriculum and Instruction

STATEMENT OF COMMITMENT

AND ACCEPTANCE OF AWARD

I have read the reciprocal responsibilities statement of the Project for Minorities and Women in Research and agree to the conditions. I also am in acceptance of the fellowship award that goes with my selection as a participant in this project.

Signed by:_____

Date: _____

APPENDIX C

THE UNIVERSITY OF TEXAS AT AUSTIN
COLLEGE OF EDUCATION
AUSTIN, TEXAS 78712

Department of Curriculum and Instruction

November 7, 1978

Dear

Congratulations on being selected as a participant in the Project for Minorities and Women in Research. Your academic qualifications and research interests were found to be congruent with the objectives of the Project for 1978-79.

At present we are still planning the activities for our first session which will take place on December 1st and 2nd or December 8th and 9th. We are planning activities for a full two day workshop going from 9:00 a.m. to 4:00 p.m., Friday and Saturday. In the next few days we expect to send you a more concrete agenda for these activities.

Enclosed is a statement of commitment and reiteration of the reciprocal participant-project responsibilities previously sent to you. Please sign this statement and return it to us as an indication of your acceptance of this award.

We hope to have a positive experience for you during your participation in our project.

Sincerely,

B. A. Acevedo, Program Director

Theresa H. Escobedo, Project Director

az
enc

APPENDIX D

Project for Minorities and Women in Research

Project/Participants Responsibilities

As stated by the announcement, this project has one overriding goal--to increase your participation and development in educational research. In order to accomplish this goal the project will provide and maintain the following activities, functions and support:

1. Stipends for all participants to supplement their fiscal resources;
2. Monthly training sessions which will focus on specific research skills development and interpersonal growth;
3. Special sessions which will provide scholarly exchange with nationally known experts on specific academic and research topics;
4. Computer time, statistical consultants and access to university resources;
5. Travel and per diem assistance for attendance at required project activities and to national or state conferences;
6. Access and opportunity to interact and interface with an emerging peer group in educational research;
7. Other activities as dictated by participants' needs.

All individuals who are selected and decide to become project participants will be asked to fulfill these requirements:

1. Attend all monthly sessions at the expense of the project;
2. Fill out forms for purposes of evaluating the project and individual progress;
3. Attend all special sessions at the expense of the project;
4. Commit no more than 10 hours per week on an as needed basis for Project Research Activities:
   a. literature reviews;
   b. data collection;
   c. sample surveys;
   d. report writing;
   e. other activities as needed.
5. Work on individual research projects (these are your own dissertation or post-doctoral research project activities).
6. Submit reports on conferences attended under the auspices of the project.
7. Submit final report on individual and PMWR projects involved in during training period for inclusion in Project publication (proper credit will be given).
8. Submit presentation proposals for national or state conferences for which Project funding is sought.
9. Submit materials or information, as available, for inclusion in a Project newsletter.

NEEDS ASSESSMENT OF PMWR PARTICIPANTS

1. Have you had the opportunity to participate in an individual research project?

   Yes ____ No ____ If yes, please indicate the following information about each project you participated in:

	PROJECT NUMBER 1	2	3
PROJECT TITLE	_____	_____	_____
Participation (in months)	_____	_____	_____
Average Weekly Participation (Hours)	_____	_____	_____
Course Related	___yes ___ no	___ yes ___ no	___ yes ___ no
Thesis/ Dissertation	___yes ___ no	___ yes ___ no	___ yes ___ no
Unrelated to Academics	___yes ___ no	___ yes ___ no	___ yes ___ no

2. For each of the above projects, please indicate the approximate percentage of time (0-100%) spent on the following activities for the length of the project.

	PROJECT NUMBER 1	2	3
Data Collection	_____	_____	_____
Data Preparation	_____	_____	_____
Data Analysis	_____	_____	_____
Literature Review	_____	_____	_____
Report Writing	_____	_____	_____
Dissertation	_____	_____	_____
Thesis	_____	_____	_____
Other (specify)	_____	_____	_____
Total	_____	_____	_____
	100%	100%	100%

3. Have you worked closely with a researcher on his/her research project (excluding your own thesis/dissertation)? Yes ____ No ____

4. On some occasions there are certain individuals with whom we maintain a special "mentor relationship," one that serves the role of advisor as well as role model. Do you currently know an individual(s) who serves in this role to you?

   Yes ____ No ____ If yes, how many? Males ____ Females ____

5. Please indicate the nature of your participation in team research projects (2 or more people) on a 0-100% scale:

	PROJECT NUMBER 1	2	3
Number of team members	____	____	____
Data Collection	____	____	____
Data preparation	____	____	____
Data Analysis	____	____	____
Literature Review	____	____	____
Report writing	____	____	____
Questionnaire Construction	____	____	____
Other (specify)	____	____	____
Total	100%	100%	100%

6. How many conferences have you attended in the past two years?

   State____ Regional ____ National ____

   What was the nature of these conferences?

   Professional ____ Academic ____ Personal INterest ____ Other ____

7. How many papers have you presented at:

   State conferences ____ Regional conferences ____ National conferences ___

8. What constraints have limited your participation as presenter at conferences:

   Lack of funds ____
   Limited opportunities to participate in research for presentation ____
   Limited access to conferences-related communication networks ____
   Other (specify) _____

9. Listed below are various ways in which a person might allocate his/her time during conferneces. Please indicate the degree of importance you generally attach to each of these activities:

	1 Not important	2 Somewhat important	3 Moderately important	4 Very important
-Social/cocktail hours	____	____	____	____
-Meeting key researchers	____	____	____	____
-Interacting with colleagues	____	____	____	____
-Attending job fairs	____	____	____	____
-Attending research exhibits	____	____	____	____
-Attending book exhibits	____	____	____	____
-Attending conference sessions	____	____	____	____
-Other (specify)	____	____	____	____

10. List five national, regional, state conferences in your research interest area and their call for paper deadline; date and location of next session, and where such information can be found.

11. Name some nationally recognized researchers with whom you have had the opportunity to discuss mutual research interests (exclude UT professors/researchers):

12. What is an RFP (request for proposals)?

    How does one become aware of the availability of RFP's?

13. Name three sources of research funds:

    _____

    _____

    _____

14. What is the office of sponsored research? _____

15. Where is it? _____

16. Some individuals have had an opportunity to participate in the writing of a fundable research project, while the experience is relatively unknown to others. Please indicate your present degree of confidence in preparing a fundable research project.

___ strong ___ moderate ___ some ___ not at all

17. Briefly describe the basic procedure for getting an article published in an academic journal.

18. What is a referee journal? _____

19. Indicate the level of proficiency you have acquired in the following areas (circle one).

	low				high
Interviewing	1	2	3	4	5
Data collecting	1	2	3	4	5
Research design	1	2	3	4	5
Statistical methods for analysis	1	2	3	4	5
Questionnaire design	1	2	3	4	5
Demographic instrument design	1	2	3	4	5
Hypothesis generating	1	2	3	4	5
Computer utilization	1	2	3	4	5
Preparation of coding layout	1	2	3	4	5
Research proposal writing	1	2	3	4	5

20. Please indicate your level of familiarity with the following research facilities and services at UT (please check one):

	1 Not at all	2 Somewhat	3 Moderately	4 Strongly
a. Computerized search facilities	___	___	___	___
b. Measurement and evaluation scanning services	___	___	___	___
c. Test inventories	___	___	___	___
d. Data preparation services	___	___	___	___
e. Computation Center facilities/services:	___		___	
1. Dec-10	___	___	___	___
2. SPSS consultants	___	___	___	___
3. Taurus	___	___	___	___
4. Short course	___	___	___	___
5. Permanent data films	___	___	___	___
6. Remote job entry terminals	___	___	___	___
F. Library services facilities:				
1. Tours	---	___	___	___
2. Fichedfiles	___	___	___	___
3. ERIC center	___	___	___	___
4. Reserve room	___	___	___	___
5. Duplication center	___	___	___	___
6. Student carrells	___	___	___	___
7. Student lockers	___	___	___	___

20. (Continued)	1 Not at all	2 Somewhat	3 Moderately	4 Strongly
f. Library services/ facilities				
1. Tours				
2. Fiche files				
3. ERIC center				
4. Reserve room				
5. Duplication center				
6. Student carrells				
7. Student lockers				

Friday, Dec. [illegible], 1978 EDB 453

F. Escobedo, Project Director
B.A. Acevedo, Program Director/
Coordinator

8:30-9:00 Introduction of staff/participants

9:00-9:30 Unfinished paper work
Needs Assessment Questionnaire

9:30-10:15 Overview of NIE/PMAR
Goals of project
Responsibilities and expectations of participants and project
funding guidelines

10:15-10:30 Break

(Go to EDB 460)

10:30-11:15 Needs Assessment - small group discussion

11:15-11:45 Project Calendar
Participant input

11:45-12:00 Questions and answer period

12:00-1:15 Lunch (Go on to Ed. Annex)

1:30-2:30 Dr. [illegible], Director of the Research & Development Center,
"Orientation of Topic
Dr. Robert [illegible] Director of Research - Library - Dr. Thomas Serwa and
Introduction of the University's Research & Development Center

2:30-3:00 Break (Back to EDB 460)

3:00-4:30 Discussion: Statistical Analysis
Individualized Instruction/Diagnostic Services at Multi-Media Instructional
Materials Storage Center

4:30-5:00 Wrap-Up of Day's Activities

Saturday, December 2, 1978 EDB 468

9:00-10:15	Dr. Gary Hanson, Assistant Dean for Research, Office of the Dean of Students, University of Texas An overview and review of Research Methodologies
10:15-10:30	Break
10:30-12:00	Dr. Gary Hanson Continuation of overview
12:00-1:30	Lunch
1:30-3:00	Summary, Feedback and Evaluation Period

MEMORANDUM

TO: All PMWR Participants

FROM: PMWR Staff, January 19, 1979

RE: January 27th Session and Program Activities - January 27, 1979

We are looking forward to seeing all of you again on the 27th. There has been much activity at our end of the project and we hope that all of you are progressing in your own endeavors.

Enclosed is the Session Agenda for our January 27th meeting. We would like each of you to come prepared with questions to ask our presentors. It is our hope that this session will be beneficial to us all.

During the course of our program planning we have firmed up some of our goals for the remainder of the year and we would like to share these with you for your input. By the time we meet with you there will be a project calendar available. Among the resource/training activities which we will discuss are:

1) Co-operative's program exchange of activities with the Southwest Educational Development Laboratory (SEDL) including:

   a. Research Methodology sessions on coding date in the Behavioral Sciences (February 16, 2:00 - 4:00 PM).

   b. Training sessions on TAURUS, SPSS data files, and the Text-Editor.

2) Statistical Consulting Services available through the project.

3) Attendance at the American Educational Research Conference (AERA) at San Francisco from April 9 - 12.

4) Team research projects.

We have also taken the time to delineate and clarify the purpose of the research grant that each of you received. Please see the attached statement which we will discuss during our business meeting. If you have any concerns or problems to share please be prepared to do so during our session. We look forward to seeing you again.

P.S. Ed Rincon will be available from 1:00 - 5:00 PM on Friday, January 26th in EDB 244 if you need his assistance.

SECOND SESSION AGENDA

Saturday, January 27, 1979

8:30 AM - 5:00 PM, EdB 240

8:30 - 9:00	Business Meeting
9:00 -10:00	Dr. O. L. Davis
	"Accessing the Publishing Network"
10:00 -10:15	Coffee Break
10:15 -11:45	Dr. Wayne Holtzman
	"An Editor's Perspectives on the Publication of Education Research"
11:45 -12:45	Lunch
1:00 -2:15	Dr. Julie Jensen
	"The Editing Process"
2:15 - 2:30	Break
2:30 - 3:30	Dr. Leonard A. Valverde
	"Publishing Educational Policy Papers"
3:45 - 5:00	PMMR Follow-Up Activities

THIRD SESSION AGENDA

Project for Minorities and Women in Research

February 16th and 17th, 1979

Friday, February 16, 1979

Southwest Lab
3rd Floor
211 E. 7th Street

3:00 - 5:00	Marsha Meador "Coding Data in the Behavioral Sciences"

Saturday, February 17, 1979

Ed. Bldg. 240

9:00 - 12:00	Dr. Gary Hanson "Problems in Research Design Which Impact Research Implementation"
12:00 - 1:00	Lunch
1:00 - 4:00	Research Trouble-Shooting Session PMWR Staff

THE DIFFERENT SETTINGS OF EDUCATIONAL RESEARCH AND DEVELOPMENT

A SPECIAL SESSION CO-SPONSORED BY:

The Women and Minorities Research Intern Program
The Southwest Educational Development Laboratory
Austin, Texas
and
The Project for Minorities and Women in Research
The University of Texas
Austin, Texas

FRIDAY, MARCH 23, 1979

1:30 - 3:00 P.M.	"R & D in the Centers and Laboratories"
	Dr. Judy Corder-Bolz 5th Floor Conference Room SEDL, 211 E. 7th Austin, Texas
3:15 - 4:30	Business Meeting
7:00 - 9:00	Research Topic Discussion Connie De Luna's Residence

SATURDAY, MARCH 24, 1979
9:00 A.M. to 4:00 P.M.
240 Education Building

9:00 - 10:30	"R & D in the Private Setting"
	Roger R. Brune, President Resource Development Institute, Inc. Austin, Texas
10:30 - 10:45	Break
10:45 - 12:30	"R & D in the College and University"
	Dr. Theresa H. Escobedo & Baltazar A. Acevedo, Jr.
12:30 - 1:30	Lunch
1:30 - 3:00	"Perspectives on R & D from the Grant Agency"
	Elisa Sanchez National Council of La Raza Washington, D. C.

Project for Minorities and Women in Research

Tentative Meetings at AERA

MONDAY

April 9th

8:30 - 10:00	Dr. Franco Alejandro, NIE Project Officer Breakfast at Hilton Hotel
10:30 - 3:00 Lunch Break Included	National Hispanic Research Network Meeting Sponsored by National Council of La Raza Hilton: Shasta Room

TUESDAY

April 10th

8:30 - 10:00	Dr. Gwen Baker, NIE Program Chief Minorities and Women Area Program Breakfast at Hilton Hotel
4:00 - 6:00	NIE Women & Minorities Reception Sponsored by Far West Lab Hilton: Shasta Room

WEDNESDAY

April 11th

4:05 - 6:05	Dr. Gwen Baker, NIE Program Chief Minorities and Women Program Hilton: Cabrillo Room

AGENDA

National Hispanic

Networking Conference

I. Overview of Current Efforts in Hispanic Research

10:30 AM to 11:30 AM CYPRESS ROOM

II. Status of NIE Projects

11:30 AM to 12:00 PM CYPRESS ROOM

III. Public Policy and Research: Networks for Action

12:30 PM to 1:00 PM SHASTA ROOM

IV. Communication, Exchange and Linkage Building

1:30 PM to 3:00 PM SHASTA ROOM

April 9, 1979

San Francisco Hilton

May 12th Session

Agenda

9:00 - 12:00	Dr. Gary Hanson Research Publications Workshop
Break at 10:15 - 10:30	
1:00 - 2:00	— Group discussion/feedback of AERA
2:00 - 2:15	Break
2:15 - 3:30	Theresa Escobedo Report on Pre-AERA Publications Workshop
3:30 - 5:00	Connie, Ellen and Odalmira Report on Pre-AERA Training Session

SIXTH SESSION AGENDA

Project for Minorities and Women in Research

June 8th and 9th, 1979

Friday, June 8

3:00 - 5:00	Peer Review of Monograph Papers

Saturday, June 9

9:00 -10:00	Dr. Douglas Foley "Overview of Ethnography"
10:00 -10:30	Questions and discussion
10:30 -10:45	Break
10:45 -12:00	Baltazar Acevedo "Theoretical Framework for Ethnographic Studies"
12:00 - 1:15	Brown Sack lunch
1:15 - 2:15	Dr. Eugene Jensen "Field Data Collection and Analysis Strategies"
2:15 - 2:45	Questions
2:45 - 3:00	Break
3:00 - 4:00	Business Meeting

Friday, July 13

3:00 - 5:00	Peer Review
5:00 - 7:00	Social Hour

Saturday, July 14

9:00 - 11:00	Sharing Session
(10:00 - 10:10)	Break
11:00 - 12:30	Claire Weinstein National Academy of Educational Research Management Workshop
12:30 - 1:30	Pot Luck Lunch
1:30 - 2:30	Structured Activities
2:30 - 2:45	Break
2:45 - 4:00	Working Groups for Feedback
4:00 - 4:30	Business Meeting/Wrap up

APPENDIX F

THE UNIVERSITY OF TEXAS AT AUSTIN
COLLEGE OF EDUCATION
AUSTIN, TEXAS 78712

Department of Curriculum and Instruction

MEMORANDUM

DATE: February 6, 1979
TO: All PMWR Participants
FROM: Baltazar A. Acevedo, Program Director
SUBJECT: Taurus Workshop Schedule at the Southwest Educational Development Laboratory

The schedule of Taurus Workshops has been finalized for the following dates:

Wednesday, February 14, 1979
Wednesday, February 21, 1979
Wednesday, February 28, 1979
Wednesday, March 7, 1979
Wednesday, March 21, 1979

All of the sessions will take place on the third floor of the Laboratory, beginning at 3:00 P.M. Any changes in the schedule will be communicated to you as soon as possible.

Another matter of business concerns the AERA Conference. As of today, only six of you have expressed an interest in attending. I'm going to voucher all of you to the fiscal limits of $250.00 for air fare and $40.00 per diem for three days. If you decide not to attend I will void the voucher.

I am currently working on the upcoming session for the 16th and 17th of this month. You will receive an agenda by next Tuesday.

Call me if you have any problems or concerns.

APPENDIX G

Vol. 1, March, 1979

Mira!

PMWR

Project for Minorities and Women in Research University of Texas at Austin

26-1806-2050 PMWR
PMWR Director
Dr. Theresa Escobedo
Dept. of C & I
The University of Texas at Austin
Austin, Texas 78712

UP-DATE FROM PMWR OFFICE

by: Theresa H. Escobedo

The Project for Minorities and Women in Research (PMWR) at the University of Texas at Austin, is one of various projects across the nation funded by the National Institute of Education for the year 1978-79 to increase the participation of minorities and women in advanced educational research. The focus of PMWR at Austin is two-fold:

1) to increase the post-doctoral pool of minorities and women involved in educational research by supporting the research efforts of pre-doctoral participants, and

2) to enhance the research skills and thereby the quality of research conducted by the pre- and post-doctoral project participants.

Thus, the project (PMWR) provides stipends to support individual research efforts. In addition, activities are designed to assist in the development of a strong academic research base and include sessions conducted by recognized research experts. Project participants have the opportunity to engage in team projects and also have access to statistical consultant services.

Programatic activities for PMWR were initiated in November, 1978 with the selection of twelve participants (eight pre-doctoral and four post-doctoral) by the Steering Committee members and the Project Director. The Project was fortunate in obtaining the following persons to serve as members of the Steering Committee:

Dr. Gloria Zamora, Intercultural Development Research Association, Director of Lau Center, San Antonio, Texas;
Dr. Mario Berritez, Texas A & I University, Director, Office of Bilingual Education, Kingsville, Texas;
Dr. Susan Wittig, Associate Dean, Office of Vice President & Graduate Studies, U.T., Austin, Texas;
Dr. Alfredo de los Santos, Vice Chancellor for Educational Development, Maricopa County Community College District, Phoenix, Arizona; and
Dr. Melvin Sikes, Professor of Educational Psychology, U.T., Austin, Texas

The Project Director is Dr. Theresa Escobedo, Assistant Professor, Curriculum & Instruction, College of Education, U.T., Austin, Texas. Assisting administration as Program Director-Coordinator is Baltazar Acevedo, doctoral candidate in Education Administration, U.T., Austin.

Summary of Activities

To date, PMWR has conducted four monthly sessions for the twelve Project participants. The sessions which have dealt with research methodologies, publications and networking, were open seminars held in the U.T. Education Building. These seminars were comprised of special presentations, business meetings and discussions of Project activities. They have been well attended by Project participants as well as guests. The sessions conducted thus far, are as follows:

1. December, 1978:

Topic: "An Overview and Review of Research Methodologies",
Speaker: Dr. Gary Hanson, Assistant Dean for Research, U.T., Austin.

PMWR Summary of Activities (cont.)

2. January, 1979:

Topic: "Accessing the Publishing Network",
Speaker: Dr. O. L. Davis, Professor of Social Studies, College of Education, U.T., Austin. Past member of editorial boards for several journals.

Topic: "An Editor's Perspectives on the Publication of Education Research",
Speaker: Dr. Wayne Holtzman, Director of the Hogg Foundation, U.T., Austin. Past editor and member of editorial boards for various journals.

Topic: "The Editing Process",
Speaker: Dr. Julie Jensen, editor of Language Arts Journal, College of Education, U.T., Austin.

Topic: "Publishing Educational Policy Papers,"
Speaker: Dr. Leonard A. Valverde, editor of Emmergent Leadership, College of Education, U.T., Austin.

3. February, 1979:

Topic: "Coding Data in the Behavioral Sciences",
Speaker: Marsha Meador, Southwest Educational Development Laboratory, Austin, Texas.

Topic: "Problems in Research Design Which Impact Research Implementation",
Speaker: Dr. Gary Hanson, Assistant Dean for Research, U.T., Austin.

4. March, 1979:

Topic: "R & D in the Centers and Laboratories",
Speaker: Dr. Judy Corder-Bolz, Southwest Educational Development Laboratory, Austin, Texas.

Topic: "R & D in the Private Setting",
Speaker: Roger R. Brune, President of the Resource Development Institute, Inc., Austin, Texas.

Topic: "R & D in the College and University",
Speaker: Dr. Theresa H. Escobedo, Director of PMWR, U.T., Austin, and Baltazar A. Acevedo, Assistant PMWR Program Director/Coordinator, U.T., Austin.

Topic: "Perspectives on R & D from the Grant Agency",
Speaker: Elisa Sanchez, National Council of La Raza, Washington, D. C.

PMWR in cooperation with Southwest Educational Development Laboratory (SEDL) Project for Women and Minorities, has worked to present several training sessions which have been mutually beneficial to participants of both projects. For example, Dr. Norvell Northcutt, Director of SEDL's Project for Women and Minorities, has conducted a series of weekly seminars on computer programming at SEDL. These training sessions have been extremely useful to participants of both projects. Also, Edward Rincon, one of five SEDL Women and Minorities Project participants, has been a valuable resource to PMWR as statistical consultant. SEDL's Project participants have been included in all the PMWR monthly sessions. A minor activity, the lunch

(cont.)

hour at the PMWR meetings, has had a major impact in the development of informal communications network. PMWR participants and staff take turns preparing and serving lunch at these monthly sessions in the U.T. Education Building. This method has saved time, extended the discussion periods and is definitely enjoyed by all.

PMWR Participants

The participants and the title of their proposed research topics are:

Post Doctoral

Name: -Juliet Garcia
Address: 146 Sally Lane, Brownsville, Tx. 78521 Off. 541-1241, Hm. 831-3693
Title: "A Study of Regional Vocabulary in the Lower Rio Grande Valley."

Name: -Barbara Harvey Lindsay
Address: 7000 Crystalbrook, Austin, Tx. 78724 Off. 474-5786, Hm. 928-4220
Title: "The Impact of Three Instructional Techniques Upon Pre-Service Teachers Training in Flanders' Interaction Analysis."

Name: -Jesse Zapata
Address: 6719 Sunlight, San Antonio, Tx. 78238 Off. 691-4413, Hm. 681-3277
Title: "Interaction Patterns. Birth Order, and Personality Characteristics Within Mexican-American Families."

Name: -Anna Gonzales
Address: 3103 Lyndridge, Austin, Tx. 78723 Off. 471-1017, Hm. 926-5552
Title: "Identification of the Process and Factors which Influence the Development of a Multicultural Identity."

Pre-Doctoral

Name: -Sally Jones Andrade
Address: 4002 Crescent Dr., Austin, Tx. 78722 Hm. 477-4267
Title: "Cultural Identification and Attitudes Toward Family Planning of Female Mexican-American College Students."

Name: -Ellen Riojas Clark
Address: 930 Sunshine Dr. East, San Antonio, Tx. 78228 Off. 691-4412, Hm. 736-5689
Title: "Determination of Giftedness in Lower Socio-Economic Mexican-American Students."

Name: -Sandra Pacheco
Address: 6204 Arnold Dr., Austin, Tx. 78723 Hm. 926-2235
Title: "Coping Strategies of Middle-Aged Children in Dealing with Stress Presented by Their Aged Parents."

Name: -Chris Lovato
Address: 5700 Cameron Rd. #184, Austin, Tx. 78723 Off. 471-4155, Hm. 458-6043
Title: "Achievement Motivation In Successful Versus Unsuccessful Post-Secondary Chicano Students."

Name: -Jose R. Olivarez
Address: 2500 Side Cove, Austin, Tx. 78704 Off. 471-7551, Hm. 447-2948
Title: "The Effect of Alternative Schools on Student Achievement and Attitude Toward School."

Pre-Doctoral (cont.)

Name: -Concepcion (Connie) De Luna
Address: 6001 Belfast Dr., Austin, Tx. 78723 Hm. 454-0151
Title: "Learning Problems Experienced by Mexican-American Pupils in Elementary Schools vs. Learning Disabilities."

Name: -Patricia Mendoza
Address: 702-A Kinney Ave., Austin, Tx. 78704 Hm. 444-0120
Title: "A Cross Cultural Study of the Sources of Stress and Types of Responses Used by Citizens & Non-Citizens of Campus Services."

Name: -Odalmira L. Garcia
Address: 9604 Crown Ridge Rd., Austin, Tx. 78753 Off. 477-9706, Hm. 837-5271
Title: "An Ethnographic Study to Identify the Support Systems Among Chicanas in Accomplishing their Goals and Objectives."

PARTICIPANT SPOTLIGHT

*** CONNIE DE LUNA ***

By Editors*

Concepcion (Connie) De Luna, second daughter of Mr. and Mrs. Jose B. De Luna, is from San Antonio, Texas. She comes from a family of thirteen children. Her undergraduate and graduate studies were done at Incarnate Word College in San Antonio. She received her B.A. in Elementary Special Education and Spanish, and her M.A. in Special Education and Psychology.

Concepcion is presently enrolled at U.T., Austin, pursuing a doctorate degree by combining three departments in the College of Education. The three areas are: 1) Early Childhood Education, 2) Bilingual Education, and 3) Special Education.

She is a former Special Education teacher and program manager of the Deaf Blind Program at the Education Service Center, Region XX, San Antonio, Texas.

Ms. De Luna is also currently working on a part-time basis as a consultant with the Health, Education & Welfare, Bureau for the Education of Handicapped Children (HEW - BEH). Connie is involved in reading early childhood programs for the handicapped and participates as a staff team member in providing training and technical assistance for Head Start programs.

Her primary interests in research are the following:

1. Cognition and Assimilation Styles of Mexican-American Children in Special Education Programs.

2. Families, of the Mexican-American Children:

   A. Interaction.
   B. Contribution to the education of their child.
   C. Providing role models.
   D. Contribution in the community in which they live.
   E. Parents as master teachers.
   F. Parents as leaders in the community.

Participant Spotlight (cont.)

In addition, Connie De Luna, President of the Bilingual Education Student Organization (BESO) at U.T., Austin, sponsors the Annual Spring Bilingual Conference, which took place March 2nd and 3rd, 1979. The primary focus of the Conference was the practical-political decade of Bilingual Education in the state of Texas. Activities consisted of the following: Teacher training, effectiveness of programs in the public schools, present-day interest in legislation, parental involvement, decision making, and the results of bilingual programs.

As Vice-President of the Austin Association of Learning Disabilities and Publicity Chairperson, Connie's primary interests are parental education, intervention, and the training of regular classroom teachers in learning disabilities for classroom curriculum and instructional implementation.

Concepcion (Connie) De Luna's Motto is: "If a child cannot learn the way we teach him/her, lets teach him/her the way they can learn."

***

Recent Activities of PMWR - Toriqueando from Across the River with Pre-Post DUCS.

- Connie De Luna went to Washington, D.C., OECD, BEH, and read proposals for those seeking federal monies for education of pre-school, and special education for Spanish speaking infants 0-3.

- Ellen Riojas Clark served as the Hispanic representative to the National Consultation for the Needs of Ethnic Families in Nashville, Tenn.

  Presented a paper "Curriculum Development for the Gifted Child" at the Texas Association for Bilingual Education Annual Conference held in San Antonio.

- Jesse Zapata presented a four day workshop for CETA Counselors. The workshop was sponsored by the Department of Labor.

- Thanks to Tere Escobedo's recommendation, Odalmira L. Garcia made a presentation at the Austin Association for the Education of Young Children (AAEYC). Topic: Meeting the Needs of the Chicano Child.

- Sally Andrade assisted with the first meeting of the State Advisory Committee of the IDRA Mental Health Research Project (San Antonio). She is the Project Evaluator for the year.

- Three PMWR members, Chris Lovato, Patsy Mendoza, and Sandra Pacheco, American Psychological Association Minority Fellowship recipients, were visited by two representatives from the APA Minority Fellowship Fund, Dr. Dalmas Taylor and Dr. Robert Guthrie. Interesting byline: Dr. Robert Guthrie is involved with a similar PMWR project in San Diego, California. He will be giving a presentation at AERA in San Francisco, California.

- Patsy Mendoza was selected as a University of Texas Graduate Scholar, an honorary organization comprised of twenty graduate students representing varied disciplines. Members of this group meet monthly with Vice-President, Dean Lieb, and have an opportunity to present their dissertation research.

Recent Activities of PMWR (cont.)

- Juliet Garcia spoke at a brown-bag seminar at Texas Southmost College. Topic: Spanglish - Right or Wrong. Discussion focused on language variation; regional, Social, SES, dialects, etc.

- Anna Gonzalez is attending seminars on evaluation of mental health programs led by Dr. Jack Franklin from TDEMHMR. The seminars are presented at Austin State Hospital.

- Chris Kovato is conducting an evaluation of the TAURUS Workshop being attended by six PMWR participants at Southwest Educational Development Laboratory.

As part of her Counseling Psychology Practicum, Chris has joined the staff of the Counseling Psychological Services Center - U.T., Austin.

***

Up-Coming Events

All Project for Minorities and Women in Research (PMWR) participants will be attending the Annual Meeting of the American Educational Research Association to be held April 8-12 at San Francisco, California.

At the AERA Meeting, PMWR participants will be attending the NIE Women and Minorities Reception sponsored by Far West Lab., at the Hilton Hotel.

In addition, Connie De Luna, Odalmira L. Garcia, and Ellen R. Clark have been selected as participants to the AERA Proposal Development Workshop to be held April 6th and 7th, prior to the AERA's Annual Meeting in San Francisco.

***

Final Note: Dissimination Center.

Ellen Riojas Clark is doing dissertation research on gifted Mexican-American children. Any information welcomed.

Patsy Mendoza, with the U.T. PMWR in Austin is doing dissertation research on coping efficiency of responses utilized by Anglos, Blacks, and Mexican-Americans to cope with stress experienced in the university environment. Anyone who has information in this area is urged to contact her.

Sally Andrade - "Family Planning Attitudes and Practices as a Function of the Cultural Identification of Female Mexican-American College Students," (Ph.D. dissertation - Department of Psychology, U.T., Austin).

Sandra Pacheco - "Sex Role Differences in Relating to and Caring for Elderly Parents by Middle-Aged Children."

- Contact any of the above if you have any information or want our information.

***

*-Editors for this issue:

Dr. Barbara Harvey Lindsay
Dr. Jesse Zapata
Pre-Dr. Ellen Riojas Clark

Vol. 2, July, 1979

Mira!

PMWR

Project for Minorities and Women in Research University of Texas at Austin

SPOTLIGHT ISSUE

26-1806-2050 PMWR
PMWR Director
Dr. Theresa Escobedo
Dept. of C & I
The University of Texas at Austin
Austin, Texas 78712

SPOTLIGHT ON DIRECTORS

by: Theresa H. Escobedo
Baltazar Acevedo

PMWR Director, Theresa Escobedo, is a native of West Texas, where she taught in the public schools before receiving her doctorate in Education from Texas Tech University. She came to the University of Texas in 1974 to teach in the Department of Curriculum and Instruction in the area of Early Childhood Education. Theresa was instrumental in organizing the Bilingual Student Education Organization and instigating the annual Bilingual State Conference sponsored by that group on the University of Texas campus.

In addition to the NIE grant for the Project for Minorities and Women in Research in 1978, Dr. Escobedo was also competitively selected to receive two research awards for the 78-79 academic year. The awards, which made this year's leave of absence from teaching possible, were funded by the National Chicano Council on Higher Education and the University Research Institute. Theresa utilized the leave to investigate the learning/perceptual style of four- and five-year-old Mexican American children in central Texas. She has previously conducted research in the area of parent involvement and received a grant from the Texas Committee on the Humanities to develop a televised program on child care through the ages and implications for present child care/education issues.

Dr. Escobedo has published several articles in the area of early childhood and teacher training.

Baltazar Acevedo, Jr. was raised in West Texas in the town of Muleshoe, and spent the early years of his life in the migrant mainstream with his family. After graduating from high school in 1965, he went on to receive a Bachelor's degree in education from Southwest Texas State University in 1969 and a Masters in educational administration from Western Michigan University in 1974.

Baltazar has worked at every level of education, from teaching in a kindergarten in Hartford, Michigan to the high school level in Corpus Christi, Texas. He has also served on the faculty and staff of Grand Valley State College in Allendale, Michigan, Western Michigan University in Kalamazoo, Michigan, and, as the Director of Minority Affairs, at the University of Texas at Austin.

During his academic career, Baltazar has been awarded several grants and fellowships, among these the Thurgood Marshall Fellowship, the Sid Richardson Foundation Fellowship, and an NIE research internship with the Southwest Educational Development Laboratory.

Most recently he has been selected for several post-doctoral positions. He is defending his dissertation on June 29th in the Department of Educational Administration. His doctoral research was in the area of Socialization: he investigated the impact of the socialization process on mid-level Mexican-American administrators in institutions of higher education in Texas.

Baltazar has extensive experience in program management, teaching, and consulting on community services programs, and has published several articles on Chicano related issues in higher education. Es buena genta, se come todo lo que le dan.

SPOTLIGHT ON MARCH PRESENTOR

Roger Brune
President, Resource Development Institute

Resource Development Institute (RDI) is a private consulting firm specializing in management, research, and product development activities in the areas of language development, language testing, multicultural education, program evaluation, and survey research. A minority-owned business enterprise, RDI has maintained a special interest in programs relating to cultural and language minorities since its founding in 1974. Roger Brune, president of the company, spoke at the March meeting, whose main focus was R&D in various settings; his topic was the management of research and research career possibilities in the private sector. Other presentors and their topics were Judy Corder-Boltz, "R&D in the Centers and Laboratories", Theresa Escobedo and Baltazar Acevedo, "R&D in the College and the University", and Eliza Sanchez, "Perspectives on R&D from the Grant Agency".

SPOTLIGHT ON AERA

San Francisco, California was the site of the annual AERA Conference which was held April 8-12. Over 5,000 people from all areas of education attended the workshops, presentations, seminars, panels, special interest groups and meetings. Presentations dealt with educational issues as viewed from a variety of academic disciplines. For the novice AERA participant, it was an exciting and an awesome experience to hear and meet the people who develop the theories and write the textbooks for education.

The Hispanic attendance at the conference was the largest in AERA history. A special agenda brought the Hispanic group together for generating and exchanging ideas and for interacting socially.

A selected group of 40 participants attended an AERA-NIE pre-conference proposal-writing workshop. Representing PMWR in this workshop were Connie De Luna, Odalmira Garcia, and Ellen

Riojas Clark. The intensive sessions were directed by Dr. David R. Krathwohl from Syracuse University. The workshop objectives were to develop proposal-writing skills and to expose participants to the mechanics of grantsmanship. The group will meet again in the fall to finalize research proposals initiated in the pre-conference workshop. Connie, Odalmira and Ellen conveyed the information to PMWR participants.

Theresa Escobedo was selected to participate in the scholarly publications pre-conference workshop conducted by Dr. James Popham. She shared the information and materials with the PMWR participants during a half day work session on papers for the planned PMWR publication.

SPOTLIGHT ON HISPANICS IN AERA

Planning sessions for an Hispanic Researchers Special Interest Group (SIG) were attended by approximately 50 hispanics during the AERA Annual Conference. Mike Cortez from the National Council of La Raza and other interested Chicanos were instrumental in setting up the organizational meetings and initiating the AERA approval process.

The main purpose of the proposed SIG is to create a forum within AERA to promote discussion on issues that affect policy formation that might impact hispanics. Short goal objectives include: (1) presentations of scholarly papers and (2) a symposium for hispanic issues at the 1980 AERA Annual Conference to be held in Boston.

A second major activity was an effort to establish the National Hispanic Network. The objectives of this Network are:

* to create lateral linkages (Lazos de Communicación) among professional hispanic researchers.

* to build a constituency among our community.

* to impact policy making.

Short term goals identified are: (1) to compile a national directory of hispanic researchers and (2) to publish a regular newsletter to inform the membership of the status of hispanic research issues, personal interests, opportunities for hispanics, etc.

SPOTLIGHT ON PMWR PARTICIPANTS

Sally J. Andrade

Sally Jones Andrade, a pre-doctoral intern in the NIE Project for Minorities and Women in Research at the University of Texas at Austin, successfully defended her doctoral dissertation in the

Department of Psychology on March 30 and graduated with the Ph.D. on May 19. Dr. Andrade's dissertation topic was "Family Planning Attitudes and Practices as a Function of the Degree of Cultural Identification of Female Mexican-American College Students."

Sally stated that it was the multi-faceted support system of the PMWR that made it possible for her to finish her dissertation this year. The financial support of the project enabled her to quit a part-time job and concentrate on her research. The PMWR staff's assistance in identifying resources and the general emotional support of Dr. Theresa Escobedo, Baltazar Acevedo and the other participants were invaluable.

Sally/Dr. Andrade has extensive experience with bilingual/multicultural human service delivery programs. She currently serves as the Program Evaluator for the Mental Health Research Project of the Intercultural Development Research Association in San Antonio. Dr. Andrade worked with Chicano alternative education programs in Houston, Crystal City and Edgewood I.S.D. in San Antonio. She also served as a Social Science Research Associate with the Hogg Foundation for Mental Health. She is the author of Chicano Mental Health: The Case of Cristal and co-author of Mental Health for the People of Texas.

Sally serves as co-chair of the Parents Council of the Escuelita Montessori de Montopolis in Austin and as a Parent Representative on the District Testing Committee of the Austin I.S.D. She is married to Erasmo Andrade (coordinator for a Mott Foundation Project in the Austin I.S.D.) and is the mother of Marsa, 7, and Carlos, 3.

Dr. Barbara Harvey Lindsay

Barbara Harvey Lindsay, only child of Rev. and Mrs. Alexander Waymon Harvey, is from Austin. She received her Ph.D. in Curriculum and Instruction from Texas A & M University, her Master's of Education with a major in Guidance from Prairie View A & M University, and her Bachelor's in Music Education from North Texas State University. She has been a music teacher in the public schools of Texas, Mississippi, and Michigan. She was also a Senior-Fellow and Counselor at Prairie View A & M University, Prairie View, Texas.

Dr. Lindsay is presently a Counselor with the Texas SER Job Bank. The main function of this organization is to place Comprehensive Educational Training Act eligible applicants, particularly minorities and women, in permanent full-time employment within the public sector--local, state, and federal governmental agencies, educational institutions, and health agencies.

Dr. Lindsay is a member of the American Educational Research Association, Phi Delta Kappa, Kappa Delta Pi, N.A.A.C.P., and Delta Sigma Theta Sorority, Inc.

Her primary interests in research are the following: (1) pre-service teachers training in Flanders Interaction Analysis, (2) the participation of minority group members and women in public employment, higher education, and research, and (3) the impact of locus of control on use of self-paced materials and career choices.

SPOTLIGHT ON PMWR ACTIVITIES

* Dr. Anna Gonzalez, who is one of the PMWR post-doctoral participants, has accepted a faculty, tenure-track appointment in the Psychology Department at Colorado State University in Ft. Collins, Colorado.

* Chris Lovato has been appointed a research assistantship with the Dean of Students Office at the University of Texas. As a part of this appointment Chris will be involved in the evaluation of a university undergraduate minority scholarship program. Chris has just completed a research proposal entitled "The Relationship Between Achievement Motivation and Selected Factors in Discriminating Between Successful and Nonsuccessful Mexican-American and Anglo Female College Students". The proposal was approved by her department as meeting one of the requirements for advancement to candidacy in her graduate program. Chris plans to carry out this proposal for her dissertation.

* Ellen Clark, a pre-doctoral PMWR participant, has been involved in various professional and community activities including the following: Papers presented (1) at the Spring Bilingual Education Student Conference at the University of Texas at Austin, March 2, (2) at a Bilingual Education Colloquium at the University of Texas at San Antonio, April 4, and (3) at the San Antonio Area Association for Bilingual Education Spring Conference, May 18-19. She has also served on a Legislative Panel for the Mexican American Business and Professional Women's Club in San Antonio, Texas, March 28, and as a committee member to select the Bilingual Teacher of the Year for the San Antonio Area Association of Bilingual Education.

* Jesse T. Zapata, a post-doctoral PMWR participant and Assistant Professor at the University of Texas at San Antonio, has been involved in the following: (1) presented a paper, "Characteristics of College Bound Chicano Students", with Pat Jaramillo at American Personnel and Guidance Convention at Las Vegas, Nevada, (2) attended AERA Convention in San Francisco, (3) spoke on KUKA Radio Station about the Mental Health Association of Bexar County. He is a member of the board of directors of that organization.

* Odalmira L. Garcia is utilizing the proposal writing skills developed at the AERA Pre-conference Workshop to acquire Title VII funds for "Los Tres Mundos," the Austin Community College Early Childhood Development Center. Such funding would create a cluster of three early childhood development centers in Austin serving the needs of minority children. Staff development, parental involvement and instructional components would also be included under this "umbrella" organization.

* Sally Andrade, PMWR intern at the University of Texas at Austin, presented a paper at the Chicano Behavioral Health Conference: ¿En Dónde Estamos? in Casa Grande, Arizona, April 23-25. Dr. Andrade's topic was "Minority Mental Health: Case Study of a Chicano Community". She described the mental health outreach program in Crystal City, Texas, and its relevance for service providers concerned about health services for Chicanos.

* Patsy Mendoza and her dissertation co-chairmen, Drs. Gary Hanson and Frane Richardson, participated in a two-part radio presentation in the Surviving Stress series, The Next 200 Years, aired by KHUT-FM in Austin, Texas. Patsy also presented her dissertation research, "Efficacy of Coping Responses Utilized by Anglos, Blacks and Mexican Americans to Deal with Stress in the University Environment" to the Graduate Fellows of the University of Texas and the Dean of Graduate Students, Dr. Irwin Lieb.

* Sandra Pacheco presented a session on Grantsmanship for the Sex-Role Conflict Graduate Seminar in the Department of Educational Psychology at the University of Texas at Austin. She was also accepted into the Austin State Hospital Internship Psychology Training Program. She reported that the information she gained in PMWR workshops related to grants and proposals proved extremely helpful to her presentation.

* Connie De Luna and Ellen Clark attended the National Association for Bilingual Education Annual Conference in Seattle, Washington, May 5-9.

* Jesse Zapata and Ellen Clark conducted a workshop, "Identifying Gifted Children", at the Annual South Texas Bilingual Education Conference at Texas A & I University in Kingsville, Texas.

SPOTLIGHT ON UP-COMING EVENTS

PMWR interns are busily working on their manuscripts for the forthcoming PMWR monograph to be published in the fall. Plans are being formulated for some PMWR participants to attend the Texas Association for Chicanos in Higher Education Conference, which will be held in San Antonio, Texas on July 26-28, and possibly the MANA conference in Washington.

Editors for this issue:

Dr. Jesse Zapata

Pre-Dr. José Olivares

Ellen Riojas Clark

APPENDIX H

PROGRESS/STATUS REPORT

Name_____ Date_____

1. What academic or professional development activities have you participated in during this reporting period? (i.e., classes, seminars, symposiums, etc.)

2. Have you attended any conferences or professional association meetings during this period? If yes, what was the extent of your participation?

3. Have you made any research presentations or submitted any research for publication during this period?

   a. To whom:_____

   b. When:_____

   c. Title of presentation or paper:_____

   _____

4. What academic or professional activities are you planning to pursue during the next month?

5. What is the status of your progress on your individual dissertation or PMWR research activities?

6. Do you have any problems to report? If so, how can we be of assistance?

7. Do you have any concerns or suggestions to make about the Project's activities at this time?

8. What type of informal communication network activities have you pursued during this period?

9. What team or project activities have you been involved in during this period?

APPENDIX I

WORKSHOP/SESSION EVALUATION

1. Position/status of participants: (Check one that is applicable)

   Pre-doctoral participant___
   Post-doctoral participant___
   Interested individual (specify your status, i.e., researcher, professor, grad student, etc.)_____

2. How meaningful was the content of the session to you? (check one, please)

   meaningless | Somewhat meaningful | very meaningful | completely meaningful

3. What was the overall quality of the session? (check one Please)

   Poor | average | above average | excellent

4. How clearly was the information about the project presented to you? (check one, please)

   Not clear | somewhat clear | very clear | completely clear

5. Was the information about the Project and NIE helpful to your understanding of the goals and objectives of the Project and their relationship to you as an active participant? (check one please)

   Definetely Not | no | Undecided | Yes | Definitely

6. How meaningful was the information about the Research and Development Center? (check one please)

   Meaningless | somewhat meaningful | very meaningful | completely meaningful

7. Was the information about the research facilities and services meaningul? (Check one please)

   meaningless | Somewhat meaningful | Very meaningful | Completely meaningful

APPENDIX J

POST PMWR PARTICIPANT NEEDS ASSESSMENT
AND GOALS INVENTORY

No. _____
(1-2)

Please respond to the following questions in terms of your experience during the 1980-81 PMWR project year. If you feel an item does not apply please leave it blank, but try to answer all items if possible.

Section I - Demographic

3. SEX — Female 1 — Male 2

4. PARTICIPANT CLASSIFICATION — Predissertation 1 — Dissertation 2 — Post-doctoral 3

5. ETHNICITY — Black 1 — Chicano 2

Section II - Supportive Services

For the following support services offered by PMWR, please rate your satisfaction with the service (if you did not use a particular service, skip that item).

	not satisfied	1	2	3	4	5	very satisfied
6. Monthly Stipends							
7. Travel Funds							
8. Statistical Consultant							
9. TAURUS Workshop							
10. Exposure to library resources							
11. Training in research skills							
12. Training in the publication process							
13. Information regarding opportunities and developments in educational research							

If you have used the following services and were not satisfied with the service you received (rated the service as 1 or 2 on the previous question) please indicate (according to the responses listed below) the primary reason for your dissatisfaction.

--Mark one box per item--

1. impersonal/unfriendly staff
2. too much "red tape"
3. service offered was not relevant to my needs
4. inconvenient location
5. inconvenient hours of operation
6. help received was inaccurate
7. help received was inadequate
8. OTHER (please use space below to indicate which service(s) and the reason(s) for your dissatisfaction)

Service: _____

Reason: _____

Service: _____

Reason: _____

	1	2	3	4	5	6	7
14. Monthly Stipends							
15. Travel Funds							
16. Statistical Consultant							
17. TAURUS Workshop							
18. Exposure to Library Resources							
19. Training in research skills							
20. Training in the publication process							
21. Information regarding opportunities and developments in educational research							

Section III/ Goals

This portion of the inventory consists of 10 statements which reflect PMWR goals. Using the answer keys below, respond to each statement in two different ways.

First: To what extent you feel the goal was attained by the Project.

Second: In your judgement, how important you feel the goal should be.

22. Provide an opportunity to engage in research efforts through participation in team research projects.

Not Attained	1	2	3	4	5	Fully Attained
Not Important	1	2	3	4	5	Very Important

23. Provide an opportunity to engage in research efforts through participation in individual research projects.

1 2 3 4 5

1 2 3 4 5

24. Provide an opportun ty to develop research skills through specialized activities and support services.

1 2 3 4 5

1 2 3 4 5

25. Provide an opportunity to interact with established researchers and individuals in scholarly fields.

1 2 3 4 5

1 2 3 4 5

26. Provide access to communication channels in educational research through publications.

1 2 3 4 5

1 2 3 4 5

27. Provide access to communication channels in educational research through monthly seminars and special sessions.

1 2 3 4 5

1 2 3 4 5

28. Provide access to communication channels in educational research through attendance and/or presentations at state, regional, national conferences.

Not Attained 1 2 3 4 5 Fully Attained

Not Important 1 2 3 4 5 Very Important

29. Provide an opportunity to interact with individuals from other universities, organizations, agencies and other scholarly fields and/or disciplines.

1 2 3 4 5

1 2 3 4 5

30. Provide an opportunity to exchange information of research findings with other participants through the Monthly Seminars and Special Sessions.

1 2 3 4 5

1 2 3 4 5

31. Provide a setting for discussion, identification, and prioritization of research questions.

1 2 3 4 5

1 2 3 4 5

32. Are there any support services which were not offered which you feel would have been beneficial in meeting the Project goals stated above?

33. Please use the space below to expound on any portion of this questionnaire.

GRACIAS!

APPENDIX K

Project for Minorities and Women in Research

Project/Participant Responsibilities

In order to assess the reciprocal responsibilities agreed upon at the beginning of the project, please respond to each of the original statements depending on how well you feel that responsibility was met. The first ten were the project's responsibility, and the last ten were the participants' responsibility. Mark each one on the scale provided with 5 having the highest degree of attainment and 1 the least.

After each statement there is a line that starts COMMENT. In this space give reasons why a particular responsibility was not met. For example, if you did not use any computer time, you may give reasons after COMMENT such as "had access to other computer system" or "not at that point in my research." If you were absent from some of the sessions, "ill for one session," etc.

Project's Responsibilities	Not Met				Fully Met
1. Stipends for all participants to supplement their fiscal resources	1	2	3	4	5
COMMENT: _____					
2. Monthly training sessions which focused on specific research skills development and interpersonal growth	1	2	3	4	5
COMMENT: _____					
3. Special sessions which provided scholarly exchange with nationally known experts on specific academic and research topics (this includes the April session of AERA, Publications session, Holtzman, Valverde, etc., and Ethnography session)	1	2	3	4	5
COMMENT: _____					
4. Access to computer time	1	2	3	4	5
COMMENT: _____					
5. Access to statistical consultants	1	2	3	4	5
COMMENT: _____					
6. Access to university resources	1	2	3	4	5
COMMENT: _____					
7. Travel and per diem assistance for attendance at required project activities	1	2	3	4	5
COMMENT: _____					

	Not Met				Fully Met
8. Travel and per diem assistance for attendance at national or state conferences	1	2	3	4	5
COMMENT: _____					
_____					
9. Access and opportunity to interact and interface with an emerging peer group in educational research	1	2	3	4	5
COMMENT: _____					
_____					
10. Other activities as dictated by participants' needs	1	2	3	4	5
COMMENT: _____					
_____					

Participants' Responsibilities

1. Attend all monthly sessions (at the expense of the project if necessary)	1	2	3	4	5
COMMENT: _____					
_____					
2. Fill out forms on a monthly basis for purposes of evaluating the project and individual progress	1	2	3	4	5
COMMENT: _____					
_____					
3. Attend all special sessions at the expense of the project	1	2	3	4	5
COMMENT: _____					
_____					
4. Commit no more than 10 hours per week on an as needed basis for Project Research Activities: a. literature reviews b. data collection c. sample surveys d. report writing e. other activities as needed	1	2	3	4	5
COMMENT: _____					
_____					

	Not Met				Fully Met
5. Work on individual research projects (these are your own dissertation or post-doctoral research project activities)	1	2	3	4	5
COMMENT: _____					
_____					
6. Submit reports on conferences attended under the auspices of the project	1	2	3	4	5
COMMENT: _____					
_____					
7. Submit final report on individual research for inclusion in Project Publication	1	2	3	4	5
COMMENT: _____					
_____					
8. Submit final report on PMWR projects in which involved during training period	1	2	3	4	5
COMMENT: _____					
_____					
9. Submit presentation proposals for national or state conferences for which Project funding is sought	1	2	3	4	5
COMMENT: _____					
_____					
10. Submit materials or information, as available, for inclusion in a Project newsletter	1	2	3	4	5
COMMENT: _____					
_____					

APPENDIX L

RESULTS OF TEAM RESEARCH PROJECTS SURVEY

	Team Projects	Tasks
I. Sally Jones Andrade	1. Status of Minorities and Women in Research/Higher Education	1. Review of literature 2. Design/Development of Instruments
II. Ellen Clark	1. Cognitive/Perceptual Styles of Mexican American Children 2. Personal Space and Learning Style 3. Effects of Ethnic Studies Courses 4. Gifted Mexican American Children	1. Data collection 2. Scoring 3. Coding 4. Keypunching
III. Concepcion De Luna	1. Cognitive/Perceptual Styles of Mexican American Children 2. Language Patterns of Mexican American Children 3. Personal Space and Learning Style	1. Review of literature 2. Data collection 3. Scoring 4. Cooling 5. Keypunching
IV. Juliet Garcia	Monograph	Review of literature
V. Odalmira Garcia	1. Status of Minorities and Women in Research/Higher Education 2. Status of Minorities and Women in Administration 3. Effects of Ethnic Studies Courses 4. Cognitive Styles of Mexican American Children 5. Monograph 6. Newsletter	1. Review of literature 2. Data collection 3. Proposal writing 4. Formation of a National Research Network
VI. Anna Gonzalez	1. Status of Minorities and Women in Research/Higher Education 2. Biculturalism 3. Social Competence 4. Monograph	1. Editing 2. Using computer 3. Writing programs

	Team Projects	Tasks
VII. Barbara Lindsay	1. Student-Teacher Interaction 2. Career Development 3. Monograph	1. Editing
VIII. Chris Lovato	1. Status of Minorities and Women in Research 2. Effects of Ethnic Studies Courses	
IX. Patsy Mendoza	1. Status of Minorities and Women in Research/ Higher Education 2. Personal Space and Learning Styles 3. Effects of Ethnic Studies Courses 4. Coping Styles of Mexican Americans 5. Monograph 6. Newsletter	1. Review of literature 2. Data collection 3. Editing
X. Jose Olivarez	1. Cognitive Styles of Mexican American children	
XI. Sandra Pacheco	1. Status of Minorities and Women in Research/Higher Education	1. Review of literature 2. Data collection
XII. Jesse Zapata		

1	2	3	4	5	6	7
Student-Teacher Interaction Connie De Luna (1-5) Lindsay (monograph)	Minorities & Women in Research Sandra Pacheco (1-2) Chris Odalmira Garcia (1-2 & Proposal Writing) Newsletter Nat. Re. network) Monograph Patsy Mendoza (1-2) Newsletter Monograph Sally (1 + design of inst's & monograph) Lindsay (") Anna (use computer, writing computer programs	Cognitive Styles of Mexican American Children Connie (3) Odalmira Jose (Ellen (2-5)	Language Patterns of Mexican American Children Connie	Personal Space Connie Patsy Clark	Ethnic Studies Chris (2) Odalmira Patsy Ellen	Other Ellen (Gifted Ma Children) Patsy (coping patterns) Sally (Women's Development-- Chicanas relation to fam. & health issues) Juliet (1) Monograph Lindsay - Career Development

APPENDIX M

Organization for Team Projects

I. Newsletter

February 20th	May 1st	August 1st
*Barbara Lindsay	*Jesse Zapata	*Juliet Garcia
Sally Andrade	Ellen Clark	Sandra Pacheco
Ellen Clark	Jose Olivares	Jesse Zapata

(*Coordinator for that particular issue of Newsletter)

Coordinators are responsible for involving the other team members in:

1) organizing the newsletter
2) collecting news items from other participants
3) getting newsletters addressed and in the mail

PMVR secretary will be available for final typing and will help in duplication of letters.

II. Cognitive Styles of Mexican-American children

Sally Andrade — Jose Olivares
Odalmira Garcia — Sandra Pacheco

Conduct a telephone interview with the parents of the children in the sample. Team members are to call approximately 10 families and fill in one questionnaire for the father and one for the mother. The parents will have a questionnaire to follow along at their end of the line. (More organization on this i.e., schedule dates, list of parents and telephone numbers, etc.) Approximate time involved five hours for total project.

III. Effects of Ethnic Studies Courses

Chris Lovato
Patsy Mendoza

Team members are responsible for contacting class instructors by phone and making arrangements to take questionnaires to the designated classes and returning the completed questionnaires to PMVR office. (List of classes are available from Teresa). Pre-Post measures will be taken in early February and again in May.

IV. Personal Space and Learning Styles

Connie DeLuna
Patsy Mendoza

Work in team project with Teresa and JoAnna Hulls (H.E.). This will entail observation of children in day care centers during a specified task. It is anticipated that total time involved will be approximately 6-8 hours starting February. Need your schedule for weeks of February 5 and February 12.

V. Minorities and Women in Research

Odalmira Garcia

Review of Literature

Anna Gonzales - aid in development of questionnaire

VI. Analysis of Language
Patterns of Mexican-American children

Connie DeLuna

Work in team project with Teresa - task involves:

1) taping children during specific task
2) code language according to sentence length
3) further analysis as later determined

VII. Project Evaluation

Anna Gonzales

Work in team project with Baltazar. Ed and Teresa - development of instruments.

VIII. Student teacher Interaction

Barbara Lindsay

Work in team project with Teresa and Gloria Contreras, assistant professor in social studies and supervision of student teachers. Task will be decided jointly at a later time.

IX. Other Suggested Team Projects and Leaders of Those Projects:

a) Anna Gonzales
Biculturalism
Social Competence

b) Barbara Lindsay
Career Development

c) Patsy Mendoza
Coping Styles of Mexican-Americans

d) Ellen Clark
Gifted Mexican-American children

X. Monograph

Juliet Garcia	Barbara Lindsay
Odalmira Garcia	Patsy Mendoza
Anna Gonzales	Jesse Zapata

Articles for the monograph will be due August 1, 1979. Tasks will be decided after our session with Gary Hanson on Research Writing Workshop.

XI. Social Chairperson

Juliet Garcia

Responsible for organizing participants into working groups to take care of coffee breaks and lunch on the monthly session dates. Collect $2.00 per person to pay for provisions. We hope this will save us time and money.

January Group

Teresa Escobedo - Entree
Baltazar Acevedo - Coffee cake/dessert
Connie DeLuna - Rice and beans

Summary of Team Projects

Sally Andrade	1) Newsletter 2) Parent Questionnaire for Cognitive Styles Project
Ellen Clark	1) Newsletter - February 2) Newsletter - May
Connie DeLuna	1) Language Patterns 2) Personal Space
Juliet Garcia	1) Newsletter - February 2) Social Chairperson
Odalmira Garcia	1) Minorities & Women, Literature Review 2) Parent Questionnaire for Cognitive Styles Project
Anna Gonzales	1) Project Evaluation 2) Minorities & Women 3) Suggested Project
Barbara Lindsay	1) Newsletter - August 2) Student Teacher Interaction
Chris Lovato	1) Ethnic Studies Project 2) Parent Questionnaire for Cognitive Styles Project
Patsy Mendoza	1) Ethnic Studies Project 2) Personal Space Project
Jose Olivarez	1) Parent Questionnaire for Cognitive Styles 2) Newsletter - May
Sandra Pacheco	1) Parent Questionnaire for Cognitive Styles Project 2) Newsletter - August
Jesse Zapata	1) Newsletter - May 2) Newsletter - August